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ABSTRACT

Because each year hundreds of thousands of children under five are poisoned by common household products, this book is designed as a resource of activities and guidelines for teaching poison prevention to older siblings. The book states three major objectives in teaching seventh through ninth graders: (1) to increase students' knowledge of hazards associated with potential poisonous household products, (2) to inform students about hazards specifically associated with ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products, and (3) to educate students in the proper use, storage, and disposal of potential poisons in the home. The book is organized into four chapters. Chapter 1 offers suggestions on integrating poison prevention into subject areas. Chapter 2 entitled "Assessing Needs and Interests" seeks to help teachers gauge students' initial level of awareness of poison prevention and to identify specific interests. Basic information on potential poisons and poison prevention is provided in chapter 3. The final chapter presents a series of activities in poison prevention and suggests ways of selecting and implementing activities. A list of supplementary materials and sources available is provided in the appendix. (For the dicussion leader's guide see CE 020 045.) (CSS)

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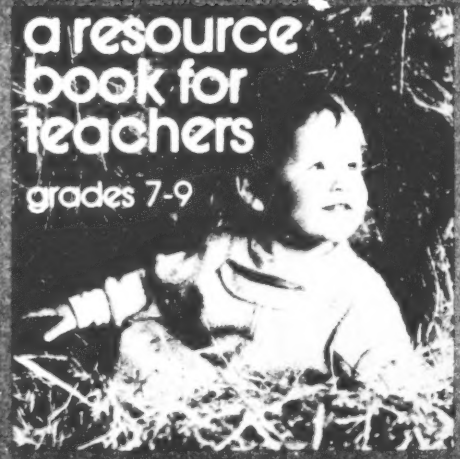
a resource book for teachers

grades 7-9



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Poison Awareness

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Poison Awareness:

A Resource Book for Teachers

Grades 7-9

The U.S. Consumer Product Safety Commission

Each year in the United States, approximately 21 million people are injured and around 25,000 killed in home accidents. The majority of these injuries and deaths are product related. The annual cost of home injuries exceeds 9.5 billion dollars.

Congress recognized the urgent need for Federal regulations to ensure safer consumer products when it passed the Consumer Product Safety Act in 1972. The Act called for the creation of a new independent Federal regulatory agency. The U.S. Consumer Product Safety Commission was activated on May 14, 1973 and directed by Congress to:

- protect the public against unreasonable risks of injury associated with consumer products
- assist consumers in evaluating the comparative safety of consumer products
- develop uniform safety standards for consumer products and to minimize conflicting State and local regulations, and
- promote research and investigation into causes and prevention of product related deaths, illnesses, and injuries.

The Commission has jurisdiction over more than 10,000 products used in the home, school and recreation areas. In its efforts to protect the public from serious product associated injuries, the Commission needs the help of every consumer, young and old.

To report a hazard or a product related injury, write to the U.S. Consumer Product Safety Commission, Washington, D.C. 20207. In the continental United States, call the toll free hotline – 800-638-2666. Maryland residents only call 800-492-2937.

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Introduction

Hundreds of thousands of children under the age of five are poisoned each year by common household products and medications. The average home is filled with products which, because of their routine use, are seldom conspicuously labeled "poison." Many children and adults are unaware that improper use, storage, and disposal of these products makes them potential hazards.

This book is a resource of activities and guidelines for teaching poison prevention, based on three major objectives:

1) to increase students' knowledge of the hazards associated with potentially poisonous household products
2) to inform students about the hazards specifically associated with ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products
3) to educate students in the proper use, storage, and disposal of potential poisons in the home.

By teaching seventh- through ninth-grade students about poison prevention, you can help these students make their homes safer for younger brothers and sisters as well as increase parental awareness about poison-proofing their homes.

About this Book

The materials presented in **Poison Awareness** were developed specifically to meet the needs and interests of junior high school students, to fit into a variety of instructional time frames, and to be adaptable to many subject areas. Poison prevention studies need not be restricted to health and home economics classes. They can be successfully and usefully integrated into almost every subject area.

Poison Awareness is organized into four chapters. Chapter 1, "Getting Ready," offers suggestions on integrating poison prevention into your subject area. The tools provided in Chapter 2, "Assessing Needs and Interests," will help you gauge your students' initial level of awareness of poison prevention and identify specific interests they may have. Basic information on potential poisons and poison prevention is provided in Chapter 3, "Content Background for Teaching Poison Prevention."

Because the most interesting and effective way to learn is through experience, Chapter 4 provides a series of "Activities in Poison Prevention." The selection of activities for your lesson will be determined by how much your students already know about poison prevention, your goals for the lesson or unit, and your time constraints. Other suggestions on selecting and implementing activities are provided at the beginning of the activities chapter.

A list of supplementary materials and sources available for your use is provided in the appendix.

Chapter 1

Getting Ready

The activities provided in this book may be used in any class and subject area. If you prefer to use an activity that has some relation to the specific subject area of your class, some general guidelines have been provided to make your selection of activities for your lesson or unit easier.

Adapting Poison Prevention to Your Content Area

A brief review of the activities or the diagram on page 18 will give you an idea of which activities would be most adaptable to your class. You may want to tailor the approach of the activities you select to make them more pertinent to your students.

Everyone needs to be aware of poison prevention, regardless of personal interests or background. Remember, accidental poisonings can happen to anyone, at any time, in any situation. Even if you cannot select an activity that fits directly into your curriculum, taking time out to do something completely different from the usual routine will be a refreshing break for your students and might provide them with knowledge and awareness that can avert a real danger in everyday life situations – accidental poisoning in the home.

Below are some examples of ways in which poison prevention activities can be easily implemented in a variety of subject areas:

- **Home Economics** – Students can learn proper methods of using, storing, and disposing of household products and medications. They can also study the development of young children in terms of their abilities to crawl, walk, and climb and their interest in playing with any product they can find to put in their mouths.

- **Health** – Students can learn home safety methods to prevent accidental poisonings as well as learn first-aid measures in the event an accidental poisoning should occur.

- **Consumer Education** – Students can do a study on the potential hazards of common household products and medications and create a campaign to educate consumers about them.

- **Social Studies** – The curriculum in early junior high school social studies often focuses on community involvement. Students can organize and run a "poison awareness" campaign, through literature or other media, for their parents or the general community. Such a program can be as educational and meaningful as a "get-out-the-vote" program which is part of the junior high curriculum in many communities.

- **Language Skills**

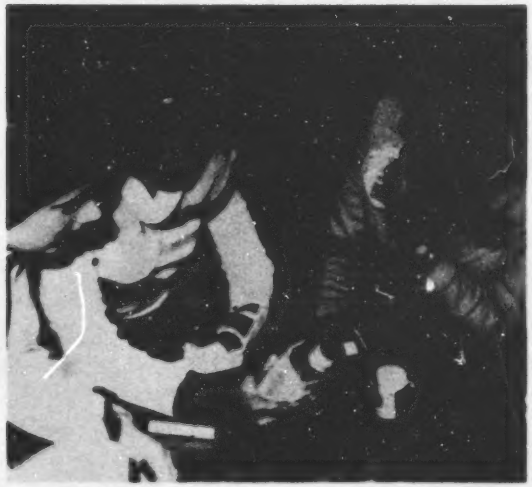
  Written Communication – Students can write a "plan-of-action" paper on poison-proofing their homes. Other approaches can be adapted from the suggestions under "Oral Communication" following.

Oral Communication, Drama – Students can role-play different types of behavior involving the use of household products and medications.

Journalism – Students can write and produce a newsletter with a variety of articles about poison prevention.

- **Science** – Students can study the effects of different types of potential poisons when ingested, inhaled, spilled or splashed on the body. Also, ingredients which make these products hazardous can be examined.

- **Art** – Students can produce posters calling attention to the dangers of potential poisons in the home and showing how accidental poisoning can be prevented.



One possible large-scale project is organizing a school poison prevention week or a poison information booth or center with other classes also learning about poison prevention. While these activities should not be restricted to any particular time of the year, some activities may be conducted during National Poison Prevention Week, occurring annually during the third week of March. For information regarding National Poison Prevention Week, contact:

Secretary
National Planning Council for
National Poison Prevention Week
Post Office Box 1543
Washington, D.C., 20013

Other Points to Consider

As you are aware, a few minutes' consideration of your attitudes toward poison prevention, what you have to work with, and student interest and expectations can greatly enhance the receptivity of your students to this lesson or unit and increase its effectiveness. The following questions are provided as an aid to your consideration of these points:

How important do you consider poison prevention in the home?

Your personal experience, whether or not you have children, or your own knowledge about poison prevention may tend

to influence the importance you place on teaching it. Chapter 3 will provide you with adequate information on poison prevention to enable you to comfortably conduct this lesson.

Have there been any previous lessons or programs on poison prevention in your school?

Appropriate supplementary materials or films may be available at your fingertips. If not, where can you obtain supplementary materials? The appendix lists suggested sources of materials.

What community resources are available? How can you use them? Can your students use them?

What is your students' level of knowledge about potential poisons and poison prevention in the home?

The exercise "Are You a Poison Expert?" (on page 9) will help you define student needs and arouse student interest.

Would your students like to learn about any specific topics relating to poison prevention?

The "Personal Interest Checklist" (on pages 10-11) will give them the opportunity to provide input about their interests. Their responses should be helpful in guiding your selection of activities.

Chapter 2

Assessing Needs and Interests

Successful instruction begins with an accurate assessment of what students do and do not know. The two exercises provided in this chapter will help you assess student needs. You may choose to do only one exercise if you prefer.

Teacher's Directions

Are You a Poison Expert? is a short "quiz" about potential poisons and poison prevention. It is designed not only to show you what your students know about the subject, but also to serve as an interest-provoking introduction for your students to this lesson or unit on poison prevention. You may duplicate the form directly from the following page or make your own copy.

When your students have answered all of the questions, you may wish to divide them into groups of five or six students each. Ask them to discuss their answers and select the best answer for each question. Then go over the correct answers with the class. The groups may wish to compete for the best score.

Ask for a show of hands to see how many students answered each question correctly. Make a note of those questions most students could not answer.

Correct answers for this exercise are provided below:

1. True
2. True
3. False
4. False
5. True
6. False
7. False
8. False
9. C
10. D
11. B
12. D
13. B

The **Student's Personal Interest Checklist** on pages 10 and 11 will give you a more specific idea of what students are particularly interested in learning or doing. If, for example, most of your students feel that other students should be equally informed about poison prevention, then an activity to use would be "Making an Information Booth."

Feel free to duplicate the two checklist forms directly from this book. Use the feedback from these forms to aid in your selection of activities.

Are You a Poison Expert?

This exercise contains some questions about poisoning accidents and poison prevention. Chances are that you will not be able to answer many of the questions. Answer a question only if you are pretty sure you know what the answer is. You are not being graded. Your answers will help your teacher select activities that will teach you what you do not already know about poison prevention.

Check the correct answer for each of the following questions.

1. Children under the age of five are accidentally poisoned more often than any other age group.
   ____ True ____ False

2. Thousands of small children are poisoned each year by common household products.
   ____ True ____ False

3. Only substances with a "Caution — Poison" label on them can harm a small child.
   ____ True ____ False

4. A three-year-old child cannot get into a medicine cabinet above the bathroom sink.
   ____ True ____ False

5. Mixing ammonia with bleach forms a very irritating gas.
   ____ True ____ False

6. All medications can be used for as long as they last.
   ____ True ____ False

7. It makes no difference if you take medicine with the lights on or with the lights off.
   ____ True ____ False

8. It is fine to put leftover household cleaning products into soft drink bottles as long as you put a label on the bottle.
   ____ True ____ False

Circle the correct answer for each of the following questions.

9. A potential poison is:
   A. a product that is labeled "poison"
   B. a liquid that is harmful only to children
   C. any substance that is misused

10. Potential poisons include:
    A. aspirin substitutes
    B. ammonia products
    C. household cleaning products
    D. all of the above

11. A cover for containers of household products and medications which is designed for safety is a:
    A. pop-top
    B. child-resistant cap
    C. screw lid
    D. bottle cap

12. A poison control center:
    A. controls the sale of poisons
    B. gives information about hazardous household products and medications
    C. recommends first-aid treatment for poisoning victims
    D. does both B and C

13. Syrup of ipecac:
    A. is a type of cough medicine
    B. makes a person vomit
    C. neutralizes poisons
    D. is put on burns

Student's Personal Interest Checklist

Below is a list of topics related to poison prevention. By checking the topics which interest you most, you can help your teacher choose activities that will be interesting and enjoyable for you. Space is provided to write in other topics of interest to you which do not appear on the list.

I would like to know more about:

___ how to recognize potential poisons in my home

___ how helpful products can be harmful

___ why children are accidentally poisoned

___ where I can find potential poisons in my home

___ how I may create dangerous situations without knowing it

___ things I can do to make my home safe from accidental poisonings

___ what I can do if someone has been poisoned

_____

_____

_____

I would like to be able to:

___ teach other students how to prevent accidental poisonings

___ teach adults about poisons and poison prevention

___ I think it is important for me to know about potential poisons and poison prevention because:

___ I don't think it is important for me to know about potential poisons and poison prevention because:

___ I think it is important for the other students in my school to know about potential poisons and poison prevention because:

___ I think it is important for our parents to know about potential poisons and poison prevention because:

Chapter 3

Content Background for Teaching Poison Prevention

Hundreds of thousands of American children accidentally ingest common household products and medications every year. Most of these children are under the age of five, and more than 100 of them die from accidental poisoning.[1]

More specifically, it is estimated that:[2]

- 2,600 accidental ingestions of products containing ammonia and 200 hospitalizations involve children under five each year
- 5,400 children under five accidentally ingest aspirin substitutes each year, and 200 of them are hospitalized
- 24,000 children under five accidentally ingest over-the-counter antihistamines yearly, over 800 of them resulting in hospitalizations
- 8,300 accidental ingestions of petroleum distillates and nearly 500 resulting hospitalizations yearly involve children under five

Most people are unaware of the dozens of potential poisons in their homes. It is a common misconception that all potentially harmful products are specifically labeled "poison." The misuse of ANY household product or medication makes it a potential poison.

Why Children Under Five?

In most cases of accidental poisoning, the incorrect use, storage, or disposal of a common household product or medication by parents or older children has given a young child easy access to a potential poison.

Children under the age of five are naturally curious. They will put anything into their mouths. Colorful containers, pills, and capsules are appealing to small children who tend to think of them as food.

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[1] **Accident Facts.** 1977 Edition. National Safety Council, Chicago, Ill.

[2] **U.S. Consumer Product Safety Commission Product Profiles,** October, 1976.

Without realizing it, most adults provide inquisitive, exploring children with the perfect opportunity for accidental poisonings. For example, many parents refer to medicine as "candy" to get their children to take it. In addition, young children tend to imitate older brothers and sisters or adults. If children see adults taking medication, they may attempt to do the same if the opportunity is present. Children must be taught that medicine is not candy, has a very specific purpose, and is only to be taken when given by an adult.

Many accidental poisonings occur when small children are ignored or given access to potentially hazardous products which are usually not available to them.

Such accidents may occur:

- when dinner is being cooked
- when a parent is ill
- when a family is moving
- when a family is on a trip
- when there is a guest in the home
- when there is family tension
- when seasonal products are in use

In addition, hungry or tired children are prone to put the first available object they find into their mouths.

Many adults do not recognize the capabilities of small children to get into places they ordinarily consider safe. Each stage of early child development presents its own dangers:

- Crawlers (six months to one year old) put everything into their mouths. Their world is the floor and storage areas near the floor. Products they are most likely to find include a variety of household cleaners.
- Toddlers (one to three years old) have the highest accident rate of any age group. Their world includes tabletops, counters, and closets. Many cleaning products, medications, and cosmetics are accessible in these areas.
- Climbers (three to five years old) most often surprise their parents with their capabilities. Intrigued by high storage areas they have previously been unable to explore, they can be most ingenious in finding ways to reach them.

Major Household Poisons

Many potential poisons in the home are of four types: ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products. Ingredients in these products can cause severe discomfort, illness, or death. On the following pages you will find a "mini-dictionary" designed to help you and your students recognize these products, identify those most frequently involved in accidental poisonings, and understand their effects.

Mini-Dictionary of Common Potential Poisons

AMMONIA PRODUCTS: Straight household ammonia, as well as other cleaning products which contain ammonia.

Poisonings most frequently occur through accidental ingestion or by inhalation of highly irritating chloramine gas from mixing ammonia and chlorine products.

Common ammonia products include:

- straight household ammonia
- carpet & upholstery cleaner
- window cleaner
- liquid floor wax
- self-polishing floor wax
- wall and floor cleaner

ASPIRIN SUBSTITUTES: Pain-relieving, fever-lowering, and anti-inflammatory drugs which contain no aspirin.

Poisonings most frequently occur because of accidental ingestion. Aspirin substitutes are found as:

- tablets
- capsules
- chewable tablets
- liquids
- syrups
- elixirs
- drops

OVER-THE-COUNTER ANTIHISTAMINES: Non-prescription drugs for treatment of cold, allergy, and hay fever symptoms.

Poisonings most frequently occur because of accidental ingestion. Over-the-counter antihistamines include:

- cough syrups
- expectorants
- motion sickness pills
- allergy tablets
- decongestant tablets
- sleeping tablets
- decongestant sprays
- cold tablets
- cold capsules

PETROLEUM DISTILLATE PRODUCTS: Household and automotive products containing large amounts of petroleum distillates.

Poisonings most frequently involve chemical burns or pneumonia from accidental ingestion and damage from eye contact.

Common petroleum distillate products are:

- solvent cleaner
- floor wax
- spot remover
- metal cleaner & polish
- shoe polish
- furniture polish (emulsion)
- lock lubricant
- lubricating oil
- drain cleaner (garbage disposal type)
- air freshener
- car cleaner & polish
- chrome polish
- tar remover
- degreaser
- transmission fluid & sealer
- wall polish
- household cleaner
- window & furniture cleaner
- dusting aid
- laundry presoak

Child-Resistant Packaging

Many household products and medications in particular are now available in child-resistant packaging. This type of packaging consists primarily of specially designed caps that most children cannot open, but that can be opened by adults by following simple directions. Other child-resistant packaging includes hard-to-tear strip packaging for pills and specially operated propellant sprays. Child-resistant packaging is one of the foremost factors in the drastic reduction of poisoning accidents in recent years.

Poison Control Centers

There are approximately 600 poison control centers across the United States. Their purpose is both to give information regarding household products and to provide instructions for treatment when a poisoning is reported. Directory assistance should be able to provide the telephone number of the poison control center in your area. This number, as well as those of the local rescue squad, hospital, and physician should be kept posted on or near the telephone in case of emergency.

In Case of Poisoning

Syrup of ipecac, a liquid which induces vomiting, should be kept in every home. It is inexpensive and can be purchased in drugstores without a prescription. However, it should be used only upon the recommendation of a poison control center or physician. While vomiting is not normally considered a first aid measure when petroleum distillates have been swallowed, this procedure may be recommended by the poison control center or physician.

The following basic steps should be taken in case of accidental poisoning:

1) Stay calm.
2) Call the poison control center, rescue squad, or a physician immediately.
3) State the age of the poisoning victim.
4) Identify the product and the ingredients from the label. Save the product for the physician.
5) Estimate how much of the product was taken.
6) Estimate when the accident occurred.
7) Describe any unusual or abnormal symptoms or behavior.
8) Save any vomitus.

The poison control center, rescue squad, or physician will give you instructions.

In the following circumstances, take immediate action and have someone else call for help if possible:

- If a poison is inhaled, move the victim into fresh air as quickly as possible.
- If a poison has come into contact with the skin, remove contaminated clothing and wash the area immediately with soap and water.
- If a poison has come into contact with the eyes, immediately flood the eyes for about 15 minutes with cool water from a container held above the eyes or from a running faucet.

Poison Prevention

With a little effort, anyone can greatly reduce the chance of accidental poisoning by following these basic steps to "poison-proof" a home:

1) Keep all household products and medications out of the reach of children, preferably in a locked cabinet.
2) Never leave a child unattended in a room in which a potentially hazardous product is being used.
3) Store all household products and medications in tightly-capped original containers with proper labels.
4) Store all household products and medications separately from foods. Keep internal medications separate from other household products.
5) Read the label for full instructions before using any household product or medication.
6) Always turn on the light when giving or taking medications to avoid using the wrong product or administering the wrong dosage.
7) Never call medicines "candy." Doing so may encourage young children to experiment with them when you are not around.
8) Clean out your medicine cabinet periodically. Dispose of all old or left-over medications by emptying the contents down the toilet; thoroughly clean the containers before disposal.
9) Ask for medications and household products in child-resistant containers whenever they are available.

Chapter 4

Activities in Poison Prevention

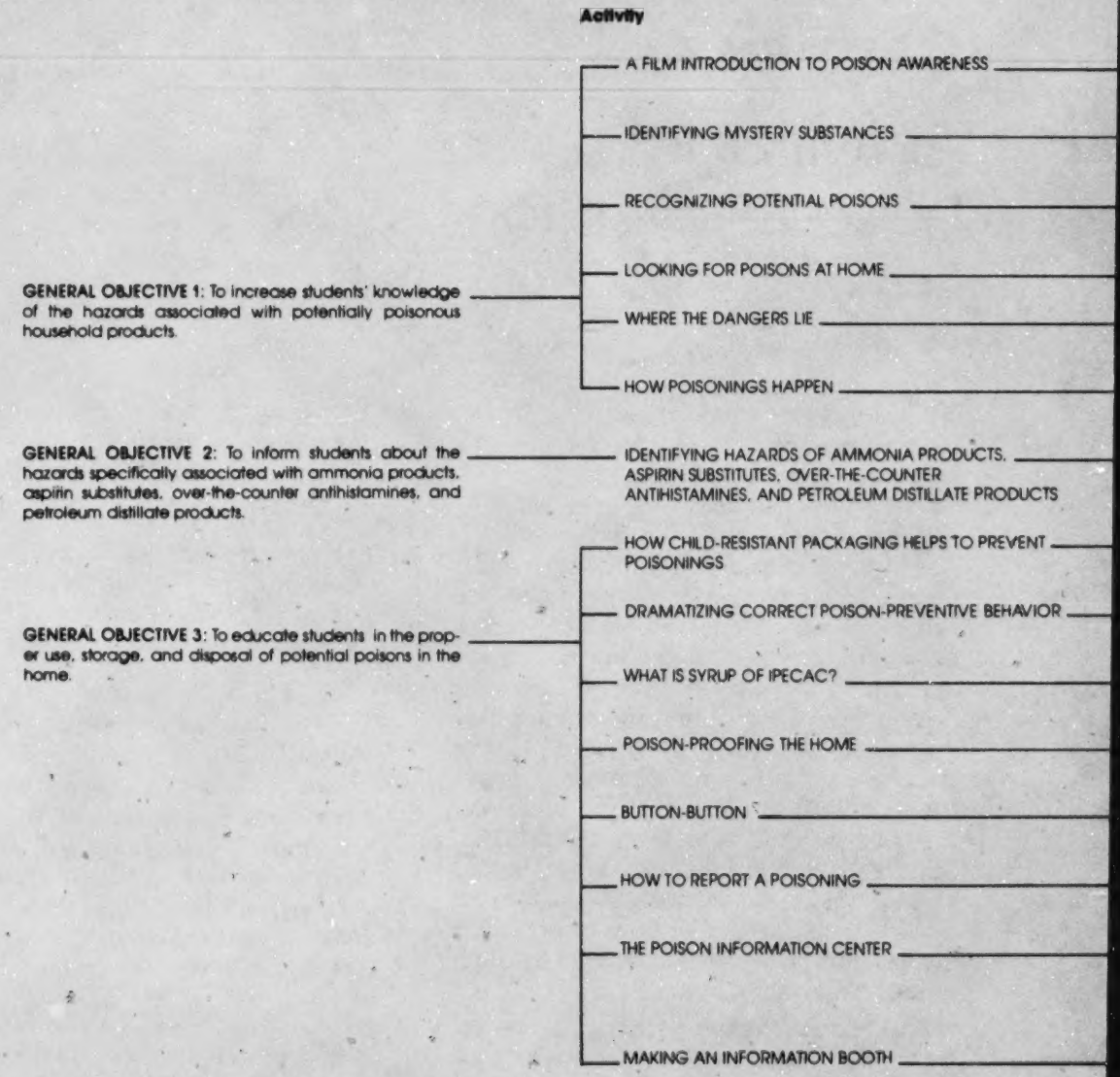
Instructional activities, as provided in this manual, are self-contained learning experiences through which students gain specific knowledge expressed as poison-preventive behavior. These activities have been divided into three sections, each section keyed to one of the three general objectives stated in the introduction to this book. Each individual activity is also related to a learning objective. It is suggested that you choose at least one activity from each section, if possible, so students can learn some of the basic objectives outlined in each. In addition, while you are not required to select successive activities, it is recommended that you implement those you do select in ascending numerical order. Knowledge or skills developed in one activity are frequently used or built upon in a succeeding activity.

Basic directions are provided for the organization, implementation, and evaluation of each instructional activity. In addition, each activities section is preceded by a list of "highlights"—important focal points to be emphasized in leading your students through activities related to that section's general objective.

You may want your students to keep a notebook of materials they receive or create as they do each activity. Materials from one activity are often used in a later activity.

Following the completion of each activity, you may wish to take a few moments to make notes on your own impressions and your students' comments as the activity progressed. These notes will furnish suggestions for increasing the effectiveness of the learning activity in future poison prevention lessons, and may provide ideas for additional activities.

The diagram on the following pages is designed to assist you in choosing appropriate activities for your students.


Activity
A FILM INTRODUCTION TO POISON AWARENESS
IDENTIFYING MYSTERY SUBSTANCES
RECOGNIZING POTENTIAL POISONS
LOOKING FOR POISONS AT HOME
WHERE THE DANGERS LIE
HOW POISONINGS HAPPEN
GENERAL OBJECTIVE 1: To increase students' knowledge of the hazards associated with potentially poisonous household products.
GENERAL OBJECTIVE 2: To inform students about the hazards specifically associated with ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products.
IDENTIFYING HAZARDS OF AMMONIA PRODUCTS, ASPIRIN SUBSTITUTES, OVER-THE-COUNTER ANTIHISTAMINES, AND PETROLEUM DISTILLATE PRODUCTS
HOW CHILD-RESISTANT PACKAGING HELPS TO PREVENT POISONINGS
DRAMATIZING CORRECT POISON-PREVENTIVE BEHAVIOR
GENERAL OBJECTIVE 3: To educate students in the proper use, storage, and disposal of potential poisons in the home.
WHAT IS SYRUP OF IPECAC?
POISON-PROOFING THE HOME
BUTTON-BUTTON
HOW TO REPORT A POISONING
THE POISON INFORMATION CENTER
MAKING AN INFORMATION BOOTH

Learning Objective	Suggested Appropriate Study Areas
Students will recognize common factors leading to accidental poisoning, particularly how young children explore by putting anything they can find into their mouths.	Home Economics Social Studies
Students will be aware that the shape of a container, its label, or the appearance or odor of its contents do not guarantee accurate identification of the product.	Science
Students will understand the term "potential poison" and will be able to recognize potentially hazardous products used daily in the home.	Home Economics Consumer Education Social Studies
Students will recognize the location of potential poisons in their own homes.	Home Economics Health
Students will recognize the kitchen, bathroom, bedroom, and garage/storage area as the rooms in which accidental poisoning of a small child could most easily occur.	Home Economics Health
Students will be able to identify the most common circumstances surrounding accidental poisonings in the home.	Home Economics Oral Communication
Students will be able to recognize ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products and will be able to identify specific hazards related to each.	Science Written Communication
Students will understand the function of child-resistant packaging in protecting children from potentially poisonous products.	Consumer Education
Students will understand appropriate poison-preventive behavior in a potentially hazardous situation.	Oral Communication, Drama Health Home Economics
Students will be able to identify syrup of ipecac, its purpose, importance in the home, and where it may be obtained.	Science Health
Students will be able to poison-proof their homes with their parents.	Health Home Economics Social Studies
Students will advertise poison prevention and/or National Poison Prevention Week to other students in the school.	Art Consumer Education Social Studies
Students will know how to phone for help in a poisoning emergency.	Oral Communication, Drama Health Social Studies
Students will demonstrate a basic understanding of potential poisons and poison prevention by creating and answering questions on these topics.	Journalism Oral Communication Art Written Communication Social Studies
Students will be able to educate other students, parents, and childless or elderly adults about potential hazards in the home and important poison-preventive measures.	Written Communication Consumer Education Social Studies Journalism Oral Communication

SECTION 1

GENERAL OBJECTIVE:

To increase students' knowledge of the hazards associated with potentially poisonous household products.

HIGHLIGHTS:

1) Almost every home contains dozens of potentially poisonous household products.

2) These products can be found in almost every room of the home and in the garage.

3) Improper use, storage, or disposal of any household product or medication makes it a potential poison.

4) Accidental poisonings occur because of human error in the use and identification of common household products and medications.

5) Small children identify unknown substances by sight, touch, and taste.

6) Most accidental poisonings involve children under the age of five.

7) Many accidental poisonings occur when a child is ignored by adults and/or older children in the home.

Activity 1: A Film Introduction to Poison Awareness

LEARNING OBJECTIVE:
Students will recognize common factors leading to accidental poisoning, particularly how young children explore by putting anything they can find into their mouths.

BASIC MATERIALS:
Film, audio-visual equipment, chalkboard. Suggested film: "The Travels of Timothy Trent" (see appendix). Suggested alternate: "250,000 Ways to Destroy a Child's Life Without Leaving Home" (see appendix).

PREPARATION:
Set up film. Divide chalkboard into two columns, one labeled "One-Word Feeling" and the other labeled "What Made Me Feel This Way."

IMPLEMENTATION:
Show the film. At its conclusion, as an alternative to asking your students for questions, ask each student to think of one word describing the feeling he or she had after viewing the film. Ask students to share these feelings, and write each on the chalkboard under the column labeled "One-Word Feeling." As each feeling is volunteered, ask the student to briefly describe what made him / her feel this way. Write the reponse in the column labeled "What Made Me Feel This Way." On the following page is an example of what your board might look like.

EVALUATION:
Following the above exercise, spend a few minutes helping your class to think carefully about what they have just seen. Use this opportunity to establish the importance of learning about potential poisons and poison prevention and to arouse your students' interest in the subject. Discussion might focus on questions such as:

1) What was the message of the movie?
2) What characteristics of children under five may lead to accidental poisoning?
3) What situations were shown in the movie which could potentially have led to poisoning?
4) What type of home situation was used as the background in the movie? Did it remind you of your own home?

ONE-WORD FEELING	What Made Me Feel This Way
sad	I felt sad for the parents
angry	I felt angry that the parents didn't know how to be careful with their medicine
Happy	Happy because everything turned out OK.
Surprised	because the house looked safe

Activity 2: Identifying Mystery Products

LEARNING OBJECTIVE:

Students will be aware that the shape of a container, its label, or the appearance or odor of its contents do not guarantee accurate identification of the product.

BASIC MATERIALS:

Ten to twelve empty, clean containers of household products or medications (for example, aspirin bottles, cold remedy containers, pill vials, laundry detergent bottles, soft drink bottles, bleach containers, milk bottles, other glass and plastic containers). Non-toxic liquids such as clear or tinted water, syrups and beverages; small candies resembling pills, tablets, or capsules.

PREPARATION:

Fill bottles with various liquids, using liquids that look somewhat like the original contents. Remove labels from containers easily identified by shape, such as aspirin bottles or cough syrup bottles. Place several small candies in each pill container. On the bottom of each container, label both what the original contents were and what you have actually placed in it.

IMPLEMENTATION:

Arrange your students in an informal group with easy access to the containers. Allow them to examine the containers, open them, or smell them, and try to guess what is in them. Stress that they should not touch or taste the contents. When all students have had a chance to examine them, hold the containers up one at a time and ask for volunteers to guess the contents. When all guesses have been made, tell the class the correct answer.

EVALUATION:

Discussion of this activity should focus on why expectations as to what is in a container may be incorrect and that sight and smell may not be adequate for proper identification. Questions you may wish to ask or hand out as a written exercise include:

1) How did you decide what was in each container? Did you make your guess because you:

   A. recognized the shape of the container?

   B. recognized what was in it by looking at it?

   C. recognized the smell?

   D. read the label?

   Focus student attention on the reasons for incorrect guesses. For example:

   A. Even though it looked like a (soft drink bottle), it didn't have (a soft drink) in it.

   B. What was really in the bottle was not what it looked like.

   C. What was really in the bottle was not what it smelled like.

   D. The label was for something else.

2) Do you have containers like these at home with the wrong things in them or with the labels missing?

3) Can you understand how accidental poisonings can happen since you did this exercise?

4) Why do you think small children are particularly likely to be accidentally poisoned?

Activity 3: Recognizing Potential Poisons

LEARNING OBJECTIVE:

Students will understand the term "potential poison" and will be able to recognize potentially hazardous products used daily in the home.

BASIC MATERIALS:

Chalkboard, paper and pencils.

PREPARATION:

Divide the chalkboard into two columns. Label one column "Household Products" and the other "Helpful Uses."

IMPLEMENTATION:

Ask each student to name one household product (cleaning, automotive, gardening, etc.) or medication which is used regularly in his or her home. At the same time, ask the student to describe one way in which the product or medication is helpful. For example: "Cough syrup – helps me stop coughing when I'm sick." List each product and its use in the appropriate column on the chalkboard, and have your students copy this information on their own paper. These lists will also be used for Activities 4 and 5.

To introduce the concept of "potential poisons," emphasize the following points when the above exercise has been completed:

1) A "potential poison" is any product which, when used correctly, is very helpful, but when used incorrectly may cause discomfort, internal damage, serious illness, or death.

2) A household product can be poisonous even though it is not specifically labeled "poison."

3) Misuse of ANY household product or medication (improper use, storage, or disposal) makes it a potential poison.
   Example: Mixing ammonia and bleach creates a very irritating gas.

   Example: Storing household products or medications in an area accessible to small children makes them potentially poisonous.

   Example: Throwing out a container which has any residue left in it makes the product a potential poison, since wastebaskets and trash containers are often accessible to children.

EVALUATION:

Successful completion of a short quiz designed around the points of emphasis outlined above will indicate achievement of the objective. Suggested questions are:

1) What is the difference between the terms "poison" and "potential poison"?
2) In what ways can a common household product or medication become a potential poison?
3) Select a household product or medication you or your family use(s) regularly, and describe a specific situation in which that product would become a potential poison.

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Activity 4: Looking for Poisons at Home

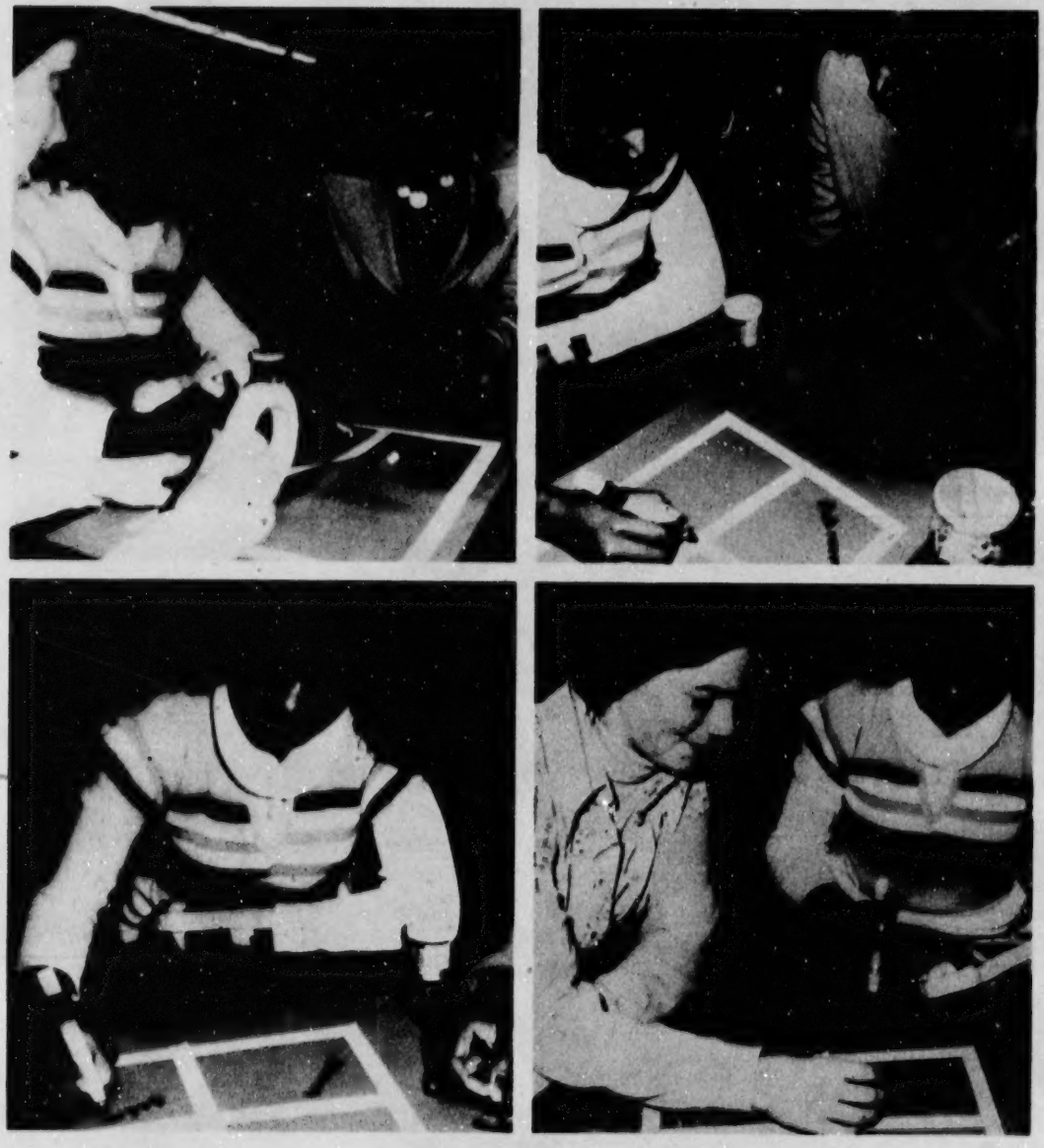
LEARNING OBJECTIVE:
Students will recognize the location of potential poisons in their own homes.

BASIC MATERIALS:
List of products and their uses made in Activity 3.

PREPARATION:
Completion of Activity 3.

IMPLEMENTATION:
Instruct your students to take home their lists from the activity "Recognizing Potential Poisons." Ask them to search their kitchens, bathrooms, bedrooms, and garage or storage areas for each product on their lists. You may wish to suggest that the search be conducted with a parent to avoid any conflict if the student wishes to investigate an area of the house the parent might object to. Next to each product listed, students should write down the room or rooms in which the product was found. This checklist will be used for Activity 5.

EVALUATION:
Completion of the checklist will represent achievement of the objective.



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Activity 5: Where the Dangers Lie

LEARNING OBJECTIVE:

Students will recognize the kitchen, bathroom, bedroom, and garage/storage area as the rooms in which accidental poisoning of a small child could most easily occur.

BASIC MATERIALS:

List of products, uses, and locations generated in Activities 3 and 4; bulletin board, masking tape, colored stickpins.

PREPARATION:

(May be done by teacher or students.) With masking tape, construct the outline of a house and garage on the bulletin board. Divide the house into three rooms labeled "kitchen," "bathroom," and "bedroom." Also label a "garage/storage area."

IMPLEMENTATION:

Have one student at a time place one stickpin on the bulletin board for each product that he/she located in the room where it was located during the search for potential poisons (Activity 4). Give your students time to study the finished board and think about what the quantity and locations of the stickpins indicate about potential poisons in the home.

EVALUATION:

Build a discussion around students' observations of the completed board. The following discussion questions are suggested:

1) Which room on the board contains the largest number of stickpins?
2) Which room contains the next largest number of stickpins?
3) From your own experience, what potential poisons are most frequently found in each room?
4) What implications does this have for accidental poisoning of small children?
5) How does your own list compare with the bulletin board?
6) What conclusions can you draw from looking at the bulletin board?

Activity 6: How Poisonings Happen

LEARNING OBJECTIVE:

Students will be able to identify the most common circumstances surrounding accidental poisonings in the home.

BASIC MATERIALS:

A list of hypothetical situations in which poisonings could occur. Suggested situations are provided below.

PREPARATION: (May be done by teacher or students.) If you wish to supplement the suggested situations below, create a list of situations appropriate to this activity.

IMPLEMENTATION:

Select students or ask for a volunteer for each of the following situations. Read the selected situation to the class, and have the participating student complete the story as it could lead to the accidental poisoning of a child under five years of age. When each student has completed, open the floor to other students who might want to contribute.

1) You are gluing a model in your bedroom and your three-year-old brother is watching. When a friend comes over to play, you run out and leave everything where it was. HOW COULD THIS SITUATION BE DANGEROUS?

2) Your mother is washing the floor with ammonia and your two-year-old sister is playing in the corner of the room. The doorbell rings and your mother goes to answer it. HOW COULD THIS SITUATION BE DANGEROUS?

3) Your four-year-old sister is watching your mother cook in the kitchen. Your mother takes some aspirin at the kitchen sink, leaves the bottle out, and goes to lie down. HOW COULD THIS SITUATION BE DANGEROUS?

4) Some children are playing in the yard. Their father is getting ready to light a barbecue and has left an open can of lighter fluid on the ground. HOW COULD THIS SITUATION BE DANGEROUS?

5) There is a bottle of pretty pink pills on the dresser next to your parents' bed. Your three-year-old sister is playing on the bedroom floor. HOW COULD THIS SITUATION BE DANGEROUS?

6) Your baby sister wakes up in the middle of the night with a cough. Without turning on the bathroom light, your mother reaches into the corner of the medicine cabinet where she always stores the cough syrup and takes out a bottle. HOW COULD THIS SITUATION BE DANGEROUS?

7) Your father is changing the oil in his car and has some new oil left over. Instead of replacing it in the original can, he pours it into an empty soft drink bottle which is sitting in the garage. HOW COULD THIS SITUATION BE DANGEROUS?

8) There is a glass jar filled with ammonia sitting on a shelf next to a bottle of distilled water. HOW COULD THIS SITUATION BE DANGEROUS?

9) All of the household cleaning products in the kitchen are stored in an unlocked cabinet under the sink. HOW COULD THIS SITUATION BE DANGEROUS?

10) There is a tiny bit of cough syrup left in the bottle and your mother throws the bottle out in the bathroom wastebasket. You have a two-year-old brother. HOW COULD THIS SITUATION BE DANGEROUS?

11) Your family is on vacation and your mother has packed all bathroom items and medications in a small plastic bag in her suitcase. HOW COULD THIS SITUATION BE DANGEROUS?

12) Your grandparents are visiting your family. Both of them take prescription medications and sleeping pills, which are stored in their suitcase and in your grandmother's purse. HOW COULD THIS SITUATION BE DANGEROUS?

EVALUATION:

After a number of situations have been narrated and discussed, ask your students the following questions:

1) Did any of these situations sound like things that have happened or could happen in your home?

2) What other types of situations can you think of that could lead to accidents?

3) How could these situations be avoided?

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SECTION 2

GENERAL OBJECTIVE:

To inform students about the hazards specifically associated with ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products.

HIGHLIGHTS:

1) These four types of household products are common in every home.

2) Properly used, they are very helpful; improperly used, they can be very dangerous.

3) It is important to know the dangers associated with aspirin substitutes and over-the-counter antihistamines, since these products are fairly new and easily obtained.

Activity 7: Identifying Hazards of Ammonia Products, Aspirin Substitutes, Over-the-Counter Antihistamines, and Petroleum Distillate Products

LEARNING OBJECTIVE:

Students will be able to recognize ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products and will be able to identify specific hazards related to each.

BASIC MATERIALS:

"Mini-Dictionary" from Chapter 3 of this manual; "Product Warnings" form on page 39.

PREPARATION:

Duplicate copies of the materials listed above and distribute these copies to your students. Both forms may be duplicated directly from the page.

IMPLEMENTATION:

Instruct your students to take home their copies of the "Mini-Dictionary" and the "Product Warnings" form. Ask them to find one product belonging to each of the four types of potential poisons listed, either by using the lists provided in the "Mini-Dictionary" or by reading the ingredients on product labels. They should then complete the "Product Warnings" form by writing down the name and category of each product, indicating its location in the home, and copying all warnings printed on the label which relate to the hazards of the product and how it is to be used. For example:

Product: floor cleaner

Category: ammonia

Location: kitchen

Warning: Harmful if swallowed. In case of contact with eyes, flush with water. If swallowed, drink large quantities of water, milk or fruit juices. In either event call physician immediately.
KEEP OUT OF REACH OF CHILDREN.

EVALUATION:

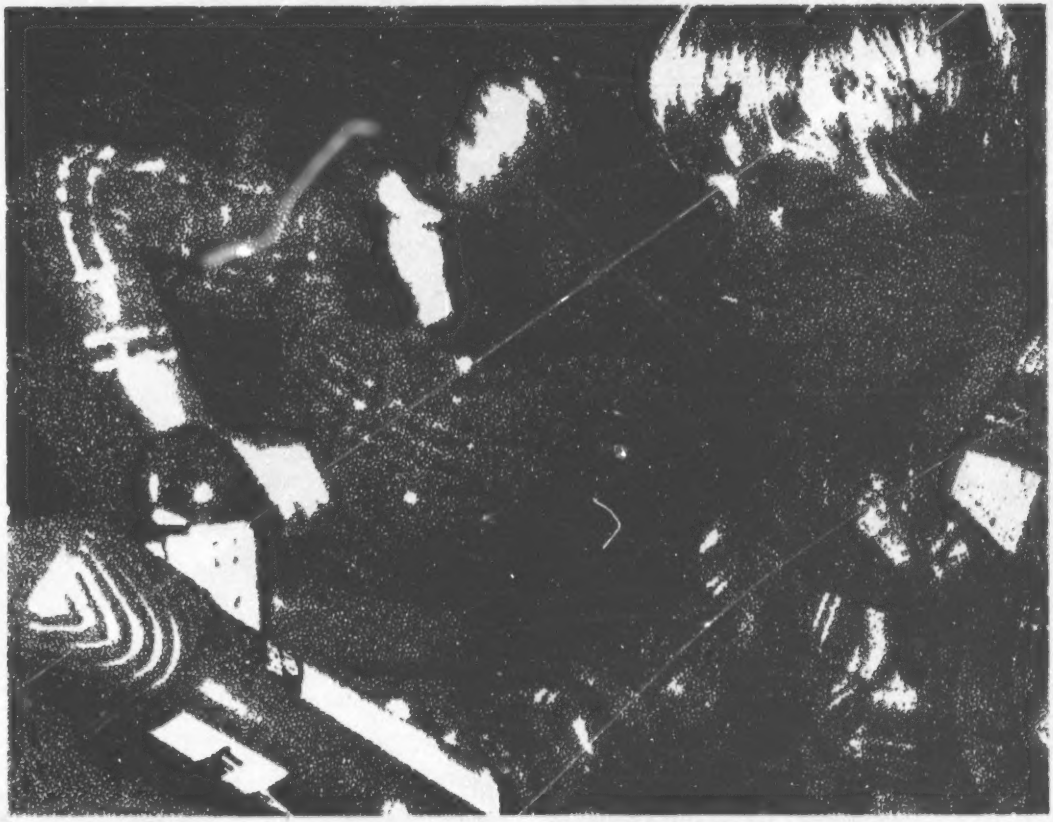
Focusing on one product category at a time, ask students to read some of the warnings they found. Spend a few minutes discussing each category. The following questions are suggested:

1) What similarities do you notice in these warnings?
2) Is there a specific point that is made on each label? What is this point?
3) What specific instructions are provided about using these products safely?
4) Have you ever used any of these products? Did you use them correctly?
5) Do you ever see other people in your home using these products incorrectly?
6) In what way are products in this category harmful? (For example: Can they burn the skin? Can they form dangerous gases? Are they dangerous to swallow?)

PRODUCT WARNINGS

DIRECTIONS:

Using your "Mini-Dictionary" of poisons as a guide, find one product under each of the four major categories: ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products. In the spaces provided on p. 39, identify each product and its category and state the room in which you found that product. In the box marked "Warning," copy all warnings and instructions for use that appear on the product label.



Product: _____
Category: _____
Location: _____

Warning:

Product: _____
Category: _____
Location: _____

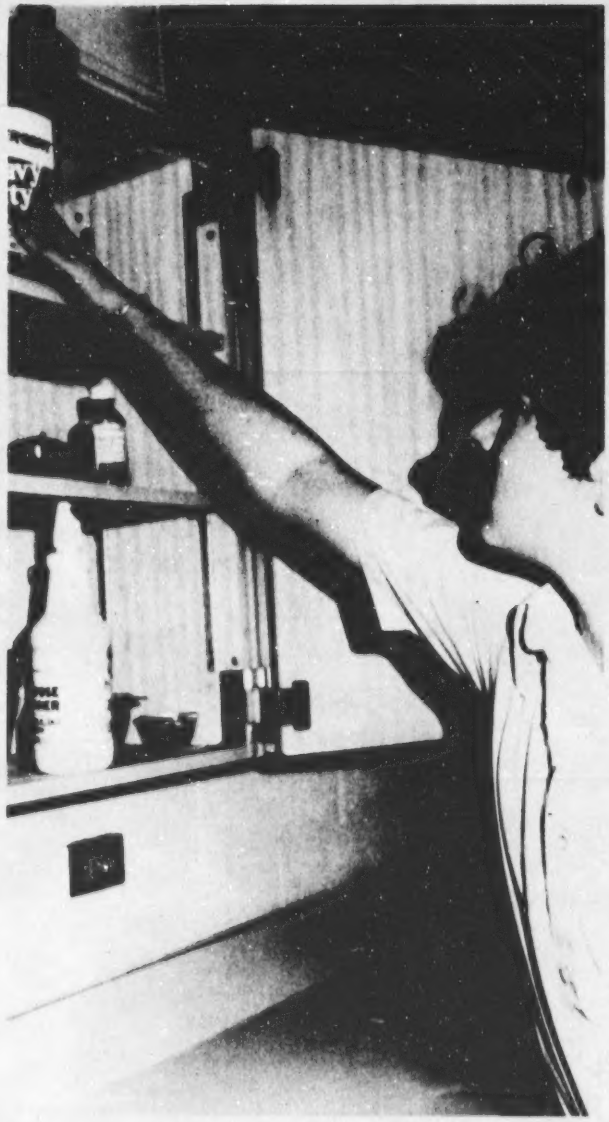
Warning:

Product: _____
Category: _____
Location: _____

Warning:

Product: _____
Category: _____
Location: _____

Warning:



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SECTION 3

GENERAL OBJECTIVE:

To educate students in the proper use, storage, and disposal of potential poisons in the home.

HIGHLIGHTS:

1) Keep all household products and medications out of the reach of children, preferably in a locked cabinet.
2) Never leave a child unattended in a room in which a potentially poisonous product is being used.
3) Store all household products and medications in tightly-capped original containers with proper labels.
4) Store all household products and medications separately from foods.
5) Read the label for full instructions before using any household product or medication.
6) Always turn on the light when giving or taking medications to avoid using the wrong product or administering the wrong dosage.
7) Never call medicines "candy." Doing so will encourage young children to experiment with them when you are not around.
8) Clean out your medicine cabinet periodically. Dispose of all old or unused medications by emptying the contents down the toilet; thoroughly clean out the containers before disposal.
9) Ask for medications and household products in child-resistant containers whenever they are available.

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Activity 8: How Child-Resistant Packaging Helps to Prevent Poisonings

LEARNING OBJECTIVE:

Students will understand the function of child-resistant packaging in protecting children from potentially poisonous products.

BASIC MATERIAL:

A variety of clean, empty containers, some with and some without child-resistant caps. Your pharmacist may be able to provide you with sample containers.

PREPARATION:

Collect containers and tape a number on each one. Cover all instructions printed on child-resistant caps with masking tape.

IMPLEMENTATION:

Allow students to try to open various types of containers. Ask them to write down on a sheet of paper the numbers of those containers they were unable to open or could open only with difficulty. If possible, they should estimate how much time they spent in trying to open these containers.

EVALUATION:

When students have completed the above, point out the containers with child-resistant caps. The following questions and additional information are suggested for discussion:

1) Did you have difficulty opening these containers?
2) Why are these caps called "child-resistant"?
3) How do they work?
4) Child-resistant caps have been highly effective in preventing accidental poisonings.
5) They may cost just a few cents more than regular caps and are available on most medication containers, as well as on a number of household product containers.
6) Another type of child-resistant packaging is "strip packaging." You can see this kind of packaging on many cold and allergy medications where each pill must be popped out of its own plastic or foil casing on a long strip of pills. These are very difficult for small children to open. In addition to these common types of child-resistant packaging, some spray cans come with special tops which can only be operated by an adult.

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Activity 9: Dramatizing Correct Poison-Preventive Behavior

LEARNING OBJECTIVE:
Students will understand appropriate poison-preventive behavior in a potenially hazardous situation.

BASIC MATERIALS:
Props appropriate to selected role-playing situations.

PREPARATION:
(May be done by teacher or students.) Prepare a list of potentially hazardous situations for young children. The list of situations from Activity 5 may be used as one source; however, students may feel free to develop their own using the information they learned in previous activities by doing research or by obtaining additional literature (see appendix).

IMPLEMENTATION:
Ask for volunteers or select students for each situation. Have participants stand or sit in an area where they will have room to act and where they can be observed by other students. You or a student should describe a situation and ask the role-player to dramatize his or her response — what he or she would do to prevent that situation from becoming dangerous. Upon completion of a role, each participant should explain why he or she chose that specific behavior. At this point the class may discuss the behavior demonstrated or offer alternative behaviors. An example of a possible demonstration is presented below:

Situation: "You are washing the floor with a solution of ammonia and detergent. Your one-year-old child is playing in the corner of the room. The doorbell rings."

Correct Behavior: The floor-washer should "pick up" the child and carry it to the door.

Explanation: "If I had left the child on the floor, it might have swallowed some of the cleaning solution. By taking the child with me, I avoided the possibility of an accident."

EVALUATION:
The extent to which each student is able to demonstrate correct poison-preventive behavior and provide a proper explanation for it will indicate achievement of the objective.

Activity 10: What Is Syrup of Ipecac?

LEARNING OBJECTIVE:

Students will be able to identify syrup of ipecac, its purpose, its importance in the home, and where it may be obtained.

BASIC MATERIALS:

Bottle(s) of syrup of ipecac. (Pharmacies or your local poison control center may provide samples for this activity.)

PREPARATION:

None

IMPLEMENTATION:

Pass around one or more bottles of syrup of ipecac and ask students to read the label carefully. When all students have done so, present the following information and initiate a brief question-and-answer or discussion session.

1) Syrup of ipecac is a liquid which irritates the lining of the stomach, causing vomiting.
2) It is a non-prescription product, is inexpensive, and can be purchased in any drugstore.
3) An unopened one-ounce bottle is good for several years.
4) Syrup of ipecac is a valuable first-aid treatment in cases of accidental poisoning, but it should be administered only upon the recommendation of your poison control center or physician.
5) While vomiting is not normally considered a first aid measure when petroleum distillates have been swallowed, this procedure may be recommended by your poison control center or physician.

EVALUATION:

A brief quiz should be sufficient to determine how well your students have achieved the objective. The following questions are suggested:

1) You need a prescription to buy syrup of ipecac. True or false and why?
2) Syrup of ipecac can be used when any poisonous substance is swallowed. True or false and why?
3) What is syrup of ipecac used for?
4) Why should syrup of ipecac be used only when recommended by a physician?

Activity 11: Poison-Proofing the Home

LEARNING OBJECTIVE:
Students will be able to poison-proof their homes with their parents.

BASIC MATERIALS:
Pencils, paper, student notes from all previous activities.

PREPARATION:
If you do not have sufficient time to allow students to develop a checklist during class time, duplicate the Poison-Proofing Checklist on pages 49 to 51.

IMPLEMENTATION:

This can be a long-term activity. If time permits, your students should develop the checklist with your assistance. To guide them, have them consider:

1) what household products and medications are considered potential poisons
2) where they are found in the home
3) how most accidental poisonings occur

They may refer to any notes they collected from other activities. The checklist should be geared toward poison-proofing the kitchen, bathroom, bedroom, and garage/storage area.

Ask students to suggest steps they can think of to avoid accidental poisonings in these rooms. Have them list steps on the chalkboard until they have covered all potentially hazardous situations they can think of. An alternative approach is to divide the class into small groups and have each group develop its own checklist. When the class is reassembled, one group may present its checklist while the other groups suggest additions and alternatives from their own work.

Instruct your students to take their checklists home and spend some time with a parent in completing each step. This can be an opportunity for the students to "teach" their parents about home poison prevention. They may keep their lists at home for as long as it takes to complete them. When all steps have been implemented, both parent and student may sign the checklist and return it to you. You may want to make a "certificate of merit" or an award for a poison-proof home.

NOTE: This activity may be particularly successful if initiated during National Poison Prevention Week, the third week in March each year. Your students might advertise what they are doing by creating poison prevention buttons as suggested in Activity 12.

EVALUATION:
The ability of students to complete the checklist and earn a certificate of merit will indicate achievement of the objective.

U.S. Consumer Product Safety Commission

Poison Proofing Checklist[1]

THIS CHECKLIST SHOULD BE COMPLETED WITH AN ADULT.

Is your home poison-proof? If it's not, someone may get hurt — and soon. But it's easy to poison-proof your home. Help your parents use this checklist. Whatever you answer "no" should be fixed quickly.

Poison-Proofing the Kitchen

	Yes	No
1. Do all harmful products in the cabinets have child-resistant caps? Products like furniture polishes, drain cleaners and some oven cleaners should have safety packaging to keep little children from accidentally opening the packages.	☐	☐
2. Are all potentially harmful products in their original containers? There are two dangers if products aren't stored in their original containers. Labels on the original containers often give first aid information if someone should swallow the product. And if products are stored in containers like drinking glasses or soft drink bottles, someone may think it is food and swallow it.	☐	☐
3. Are harmful products stored away from food? If harmful products are placed next to food, someone may accidentally get a food or a poison mixed up and swallow the poison.	☐	☐
4. Have all potentially harmful products been put up high and out of reach of children? The best way to prevent poisoning is making sure that it's impossible to find and get at the poisons. Locking all cabinets that hold dangerous products is the best poison prevention.	☐	☐

[1]Adapted from "Poison Lookout Checklist," U.S. Consumer Product Safety Commission.

Poison-Proofing the Bathroom

	Yes	No
1. Did you ever stop to think that medicines could poison if used improperly? Many children are poisoned each year by overdoses of common, non-prescription medications. Just think of how many potential poisons might be in your medicine cabinet.	☐	☐
2. Do your medications and other potentially harmful products have child-resistant packaging? Many medications and household products come with child-resistant caps. Check to see yours have them.	☐	☐
3. Have you thrown out all old medicines? As medicines get older, the chemicals inside them can change. So what was once a good medicine may now be a dangerous poison. Flush all old medications down the toilet. Rinse the container well and throw it away.	☐	☐
4. Do you always give medicine only to the person the doctor prescribed it for? The medicine that worked wonders on one person may harm the next. Give drugs only to the person the doctor told you to give them to.	☐	☐
5. Are all medicines in their original containers with the original labels? Prescription medicines may or may not list ingredients. The prescription number on the label will, however, allow rapid identification by the pharmacist of the ingredients should they not be listed. Without the original label and container, you can't be sure of what you're taking. After all, some pills look a lot like poisonous roach tablets.	☐	☐

Poison-Proofing the Garage or Storage Area

	Yes	No
1. Did you know that almost everything in your garage or storage area that can be swallowed is a terrible poison? Violent, horrible reactions occur to people who swallow such everyday substances as charcoal lighter, paint thinner and remover, antifreeze and turpentine.	☐	☐
2. Do all these products have child-resistant caps?	☐	☐
3. Are they stored in the original containers?	☐	☐
4. Are the original labels on the containers?	☐	☐
5. Have you made sure that no potential poisons are stored in drinking glasses or soft drink bottles?	☐	☐
6. Are all these harmful products locked up and out of sight and reach?	☐	☐

When you can answer all the questions with a "yes," your house is poison-proofed. Then, to make sure your house stays poison-proof, when you buy potentially harmful products make sure they have child-resistant closures and keep these products out of sight and reach.

Activity 12: Button-Button

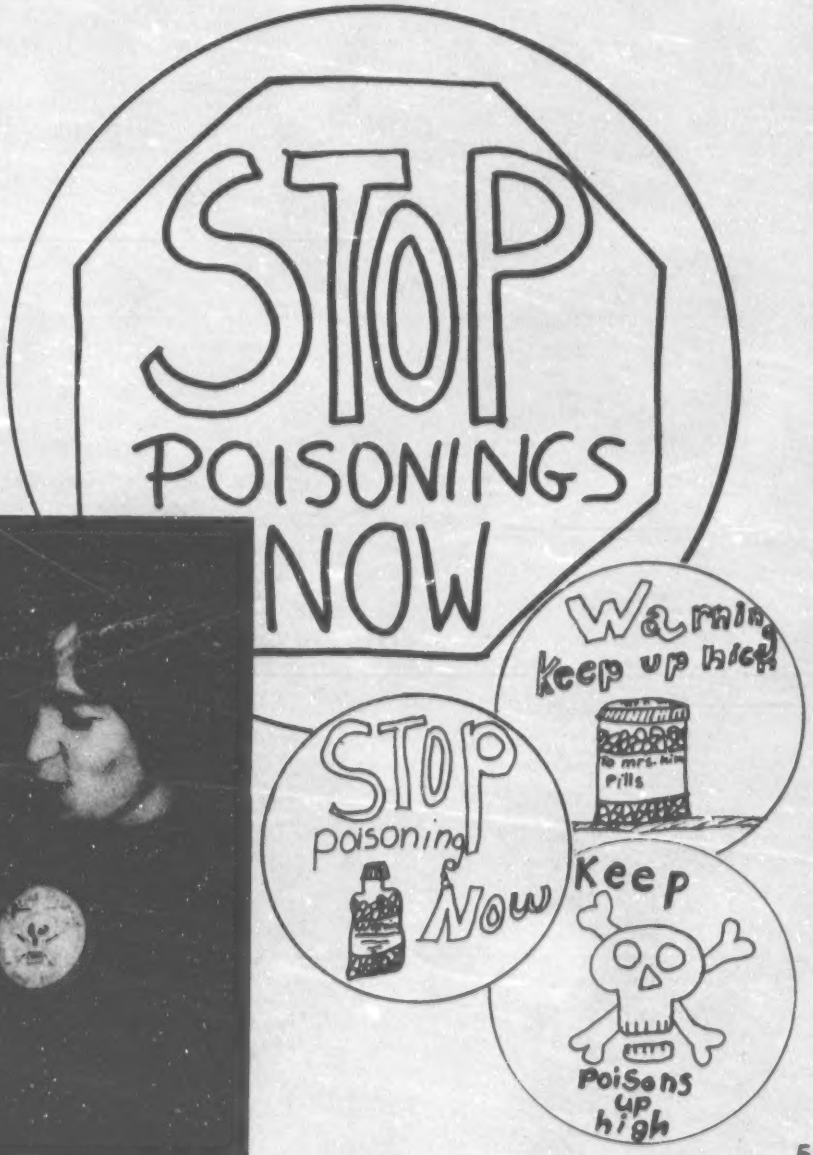
LEARNING OBJECTIVE:
Students will advertise poison prevention and/or National Poison Prevention Week to other students in the school.

BASIC MATERIALS
Cardboard, construction paper, magic markers, safety pins, scissors.

PREPARATION:
You may want to duplicate and hand out copies of the following page to give your students incentive and ideas.

IMPLEMENTATION:
Have your students design buttons with messages pertinent to poison prevention and/or National Poison Prevention Week. Ask students to wear these buttons around your school. Your students may wish to produce a large number of buttons and distribute them to other interested students outside the class.

EVALUATION:
Students' ability to design buttons with messages carrying the theme of poison prevention will indicate achievement of the objective.


STOP
POISONINGS
NOW
Warning
keep up high
Pills
STOP
poisoning
Now
Keep
Poisons
up
high

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Activity 13: How to Report a Poisoning

LEARNING OBJECTIVE:

Students will know how to phone for help in a poisoning emergency.

BASIC MATERIALS:

Literature explaining the steps involved in phoning for assistance in case of an accidental poisoning. Chapter 3 contains a section "In Case of Poisoning" which gives this information.

PREPARATION:

Telephone stickers with emergency telephone numbers as well as emergency information cards may be available free of charge from your nearest poison control center, or are available by writing the U.S. Consumer Product Safety Commission, Washington, D.C. 20207.

IMPLEMENTATION:

Using information presented in Chapter 3 or other materials they can obtain, your students should develop a fact sheet with instructions on specific information to be relayed by phone in case of an accidental poisoning. These basic steps should be covered:

1) STAY CALM.
2) Call your local poison control center, rescue squad, or physician immediately.
3) State the age of the poisoning victim.
4) Identify the product and the ingredients from the label. Save the product for the physician.
5) Estimate how much of the product was taken.
6) Estimate when the accident occurred.
7) Describe any unusual or abnormal symptoms or behavior.
8) Save any vomitus. It can help a physician diagnose a poisoning faster.

YOUR POISON CONTROL CENTER OR PHYSICIAN WILL TELL YOU WHAT TO DO.

EVALUATION:

Development of an accurate list will indicate achievement of the objective.

Activity 14: The Poison Information Center

LEARNING OBJECTIVE:

Students will demonstrate a basic understanding of potential poisons and poison prevention by creating and answering questions on these topics.

BASIC MATERIALS:

Handouts from this book, notes, and other information students have collected from previous activities in this book, or other materials on poison prevention (see appendix for suggested sources).

PREPARATION:

The materials produced in this activity should be prepared keeping in mind that they may be used in Activity 15, "Making an Information Booth." If you do not want your class to participate in a large-scale activity outside of the classroom (Activity 15), or if there is no available time, this activity will be an adequate summation of your lesson or unit on poison prevention.

IMPLEMENTATION:

Your students should collect all available materials on potential poisons and poison prevention. These should include all notes, handouts, and other materials used in previous activities they did from this book, or information obtained from research and by sending away to some of the suggested sources in the appendix. The following topics should be included:

1) descriptions of the four major categories of potential poisons emphasized in this manual: ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products

2) a list of the types of products contained in each of the above categories; types of poisoning most commonly associated with these products (swallowing, inhalation, eye or skin contact); the potential severity of accidental poisoning by these products; and steps to take in case an accident does occur

3) where potential poisons are found in the home and how they should be used, stored, and disposed of

These materials should be organized in such a way that students running the "Information Center" will be able to look up information on a specific question without difficulty. Stacks of notecards, an alphabetical file, or labeled shoe boxes are suggested ways to organize the materials.

In addition to this preparation, each student should write down one or two questions (or as many as class time allows to be answered) that relate to any of the above materials. These may be questions they have about something they don't fully understand, or questions they feel that someone with no knowledge at all about potential poisons and poison prevention would ask.

Students should set up the categorized materials on a table in a central location. Then small groups of students could take turns running the information center. Each of the other students, in turn, should present a question to the information center to be answered. Questions which cannot be successfully answered should be set aside and further researched.

EVALUATION:

Successful question-and-answer sessions will indicate achievement of the objective.

Activity 15: Making an Information Booth

LEARNING OBJECTIVE:
Students will be able to educate other students, parents, and childless or elderly adults about potential hazards in the home and important poison-preventive measures.

BASIC MATERIALS:
Table and chairs, informational materials on poison prevention, sample containers of common potential poisons including some in child-resistant packaging, warning labels, syrup of ipecac.

PREPARATION:
This activity provides an excellent summation of your lesson or unit on poison prevention, and is an excellent tool for motivating other students and / or members of the community to learn and do more about poison prevention. In preparation for this activity, your students should select a site for their booth and obtain permission to set it up.

IMPLEMENTATION:
This activity will be most effective if the students develop materials for this display from their own notes and collected information. If your class participated in Activity 14, "The Poison Information Center," the materials organized for it can easily be developed into brochures, newsletters, or posters that could be reproduced in quantity. Other previous activities in this book should have yielded materials or suggestions for materials to be used for display or as handouts. For example, your class may already have poison prevention checklists for the home; buttons advertising poison awareness; and warning labels from ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products. Information may already be available about how to report a poisoning and about syrup of ipecac. In addition, many sources of free or inexpensive literature are available (see appendix for suggestions).

Assembly of the display unit should be a group effort. When the booth has been set up, students should take turns operating it — passing out literature, demonstrating child-resistant packaging, explaining syrup of ipecac, and answering general questions.

EVALUATION:
Successful development and operation of an information booth will indicate achievement of the objective.

Appendix

Materials on Poison and Poison Prevention

Materials on Poison Prevention: Brochures, Flyers, and Pamphlets

Poisoning Prevention Tip Sheet. Listing some common household substances which may be poisonous. American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, Ill. 60204.

Danger Lurks. Contains information on what to do in case of accidental poisoning. American Medical Association, 535 N. Dearborn Street, Chicago, Ill. 60610.

Other materials available: **Medicines and How to Use Them** – brochure.

First Aid in the Home. Wall chart with first aid measures, plus tips for safe storage and use of medicines in the home. Council on Family Health, Dept. P., 633 Third Avenue, New York, N.Y. 10017.

Poison Prevention Program Kit (599.73). Basic materials for a complete community-wide poison prevention program. Includes publicity materials, group project ideas, data sheets, reprints, posters, leaflets, etc. 1-9, $1.74 each; 10-99, $1.62 each. National Safety Council, 444 N. Michigan Avenue, Chicago, Ill. 60611.

Other materials available: **Poison Perils in the Home** – pamphlet; **Solid and Liquid Poisons** – safety education data sheet; assorted warning posters about accidental poisoning.

Poison Isn't Kid Stuff. Suggestions on where dangerous household products should be kept and, when a poisoning is suspected, medical advice should be obtained. American Association of Poison Control Centers, c/o Academy of Medicine of Cleveland, 10525 Carnegie Avenue, Cleveland, Ohio 44106.

Poison Prevention Packet. Folder containing informational and educational materials on poison prevention. Single copy free. U.S. Consumer Product Safety Commission, 5401 Westbard Avenue, Bethesda, Maryland 20207, Attn: OC.

Take a Tip from Safety Sadie: Poison Proof Your Home. A 12-page, illustrated 5-¾" x 9" pamphlet in two colors featuring Safety Sadie, the Consumer Product Safety Commission spokesperson, in a discussion on ways to prevent poisoning tragedies. Stock No. 052-011-00149-9. Single copies: 90 cents. Specify above stock number to Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Syrup of Ipecac. 5" x 8" color, illustrated flyer urging parents to keep syrup of ipecac in the home so it is readily available if a physician recommends it be used. Single copy free. Local reproduction authorized. American Association of Poison Control Centers, c/o Academy of Medicine of Cleveland, 10525 Carnegie Avenue, Cleveland, Ohio 44106.

STOP and Read the Label Before Using Any Pesticide. An 18" x 22" wall poster for wall display. Red STOP sign draws attention to need for reading label directions before using any pesticide. Free. Safety Division, National Agricultural Chemicals Association, 1155 15th Street, N.W., Washington, D.C. 20005.

Home Checklist. 8-½" x 11" flyer which helps to locate trouble spots in the home as they relate to accidental poisonings. Single copy free. Local reproduction authorized. American Association of Poison Control Centers, c/o Academy of Medicine of Cleveland, 10525 Carnegie Avenue, Cleveland, Ohio 44106.

Home Safe Home. Tips for parents on how to protect young children in the home environment. The Soap and Detergent Association, 475 Park Avenue, at 32nd Street, New York, N.Y. 10016.

Tips on Child Safety. Pediatrician tells how to prevent accidental poisoning and other accidents. Produced by Closure Committee, Glass Packaging Institute. Limited quantities free. Send self-addressed, stamped envelope to Closure Committee, Department CP, 300 E. 44th Street, New York, N.Y. 10017.

We Want You to Know About Preventing Childhood Poisonings. Three-fold leaflet, 3-½" x 8-¼" explaining some of the hazards of accidental poisonings and ways to prevent such accidents. Tells how to get help if a child is poisoned. Available in either English or Spanish. Limited quantities available from: U.S. Food and Drug Administration, 5401 Westbard Avenue, Bethesda, Maryland 20207, Attn: NCPCC.

Other materials available: **Dennis the Menace Takes a Poke at Poison** – cartoon story about poison prevention; **We Want You to Know About Labels on Medicines** – pamphlet.

When Times Get Hot. 3-½" x 7" four-page flyer. Lists the stressful times when accidental poisonings may occur and urges parents to be more alert in those situations. Single copy free. Local reproduction authorized. American Association of Poison Control Centers, c/o Academy of Medicine of Cleveland, 10525 Carnegie Avenue, Cleveland, Ohio 44106.

Your Child and Household Safety. Brochure describing common hazards to children and how to prevent accidents. Chemical Specialties Manufacturers Association, Inc., 1001 Connecticut Avenue, N.W. – Suite 1120, Washington, D.C. 20036.

Ten Little Tasters. Information in rhyme on the hazards of household poisons. Imagination, Inc., 1821 University Avenue, St. Paul, Minn. 55104.

Poison and You. Scriptographic booklet on types of poisons, how to keep them from children, and what to do in case of poisoning. Channing L. Bete, Inc., Greenfield, Mass. 01301.

FILMS AND SLIDES

The Travels of Timothy Trent. Ten-minute, 16mm, color, sound film. Tells parents and others responsible for the care of young children how safety packaging protects from accidental poisoning. Free discussion materials also available with this film. Available on free loan. Produced by U.S. Consumer Product Safety Commission. Available from Modern Talking Pictures, 2323 New Hyde Park Road, New Hyde Park, N.Y. 11040. Telephone (516) 437-6300.

250,000 Ways to Destroy a Child's Life Without Leaving Home. 15-minute, color, 1975. A highly informative presentation which, by emphasizing the vast number of poisoning hazards that are present in the average home, shows the perils to watch out for at each stage of a child's development. An enlightening film for all audiences, stressing that the best antidote for poisons is prevention. From: Mar/Chuck Film Industries, Inc., P.O. Box 61, Mt. Prospect, Ill. 60056 (May be available from some local or college libraries.)

Our Poison Jungle (cartoon slides). 44 slides, 35mm, color with annotated script. Directed toward an adult audience. Covers incidence, hazards, preventive measures, and first aid suggestions. Purchase price: $20.00. Rental fee for three-week period: $5.00. American Association of Poison Control Centers, c/o Academy of Medicine of Cleveland, 10525 Carnegie Avenue, Cleveland, Ohio 44106.

TEACHING POISON PREVENTION

A Guide to Teaching Poison Prevention in Kindergartens and Primary Grades. U.S. Consumer Product Safety Commission, Washington, D.C. 20207.

INFORMATION ON NATIONAL POISON PREVENTION WEEK

Secretary, National Planning Council for National Poison Prevention Week, P.O. Box 1543, Washington, D.C. 20013.

INFORMATION ON POISON CONTROL CENTERS

Directory of Poison Control Centers. U.S. Public Health Service publication, from U.S. Public Health Service, U.S. Government Printing Office, Washington, D.C. 20402.

Call your local poison control or poison information center (check directory assistance). Center personnel can provide you with literature and may be able to provide a speaker to address your class.

Some products mentioned in this book are not under the jurisdiction of the U.S. Consumer Product Safety Commission. For information on pesticides write:

Public Information Center
Environmental Protection Agency
401 M Street, S.W.
Washington, D.C. 20460

NOTES:

NOTES:

ADDITIONAL MATERIALS IN THIS SERIES ON POISON PREVENTION ARE AVAILABLE FROM THE U.S. CONSUMER PRODUCT SAFETY COMMISSION:

A tabletop display is available on loan from CPSC area offices for discussion leader's use.

Poison Awareness: A Resource Book for Teachers, Grades 7-9. Activities and guidelines for teaching seventh- through ninth-grade students about poison prevention, particularly the use, storage, and disposal of four types of potential poisons. The book is geared toward helping these students make their homes safer for younger siblings as well as increasing parental awareness about poison-proofing their homes.

Your Home Could Be FULL of Poisons. Colorfully illustrated brochure geared to adult audiences, describing four types of potential poisons, how poisonings occur, and what to do in case of poisoning. Opens into a poster/game on poison-proofing the home.

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